DOCUMENT RESUME

ED 207 049 CS 206 429

AUTHOR Faber, Ronald J.; And Others
TITLE Antecedents of Children's Comprehension of the Purpose of Television Advertising.
PUB DATE Aug 81
NOTE 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (64th, East Lansing, MI, August 8-11, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advertising; *Behavioral Science Research; *Child Development; Childrens Television; Commercial Television; Comprehension; *Concept Formation; Grade 1; Grade 3; Identification (Psychology); *Perceptual Development; *Perspective Taking; Primary Education; *Television Commercials; Television Research; Television Viewing

ABSTRACT

A study was conducted to compare the relative importance of several different variables from different theoretical perspectives in explaining how children understood the advertising on commercial television. Sixty-seven first and third grade students were interviewed individually to assess their current stage of logical operations and role taking, their exposure to television, and their understanding of the purpose of television commercials. In accordance with the hypotheses that were proposed, the role-taking stage was the variable most highly correlated with understanding the purpose of advertising. Role taking continued to account for a significant amount of the variance after all other variables were entered into the model. These results support R. Selman's (1976) theory that the social skill of role taking is more basic to children's comprehension of other social stimuli such as advertising than the physical skill of logical operations. It appears that children need to have developed some rudimentary ability in understanding others' points of view and in stepping outside their own perspective before they can comprehend the more abstract perspective of the advertiser. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED207049

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ANTECEDENTS OF CHILDREN'S COMPREHENSION OF THE PURPOSE OF TELEVISION ADVERTISING

By

Ronald J. Faber
University of Texas at Austin

Richard M. Perloff
Cleveland State University

Robert P. Hawkins
University of Wisconsin - Madison

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ronald J. Faber
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented to the Theory and Methodology Division, Association for Education in Journalism, Annual Convention, Michigan State Univeristy, East Lansing, Michigan, August, 1981.

CS206429

ANTECEDENTS OF CHILDREN'S COMPREHENSION OF THE PURPOSE OF TELEVISION ADVERTISING

The past decade witnessed a growing concern over television advertising directed at children. This concern probably reached its pinnacle with the 1978 Federal Trade Commission's Staff Report and subsequent Commission hearings. During this time, many different issues have been raised by the critics, and empirically investigated by researchers. These issues include: children's ability to distinguish and comprehend commercial messages (FCC, 1974; Ward & Wackman, 1973; Gianinno & Zuckerman, 1977; Ward, Wackman & Wartella, 1977); health and safety concerns regarding the specific categories of products aimed at children (Charren, 1979; Gussow, 1972); the specific types of appeals used (NAB, 1977; Shaak, Annes & Rossiter, 1975) far-ranging effects on children's socialization (Bever et al, 1975; Goldberg & Gorn, 1978) and parent-child relations (ACT, 1971; Reeves & Atkin, 1979; Choate, 1972; Goldberg & Gorn, 1978). (See Adler et al, 1980 and Atkin, in press for a more detailed review of the major issues involved in this controversy).

Among the various concerns, one of the most critical is children's ability to comprehend the source and purpose of advertising. It has been argued that if children cannot understand the intent of advertising, it is both inappropriate and unfair to direct any commercial messages at them (Center for Public Representation, 1979). This appears to be a logical extension of the FCC's 1974 policy statement claiming that an advertiser would have an unfair advantage over listeners if they were unable to take into account the fact that the message was being paid for when trying to assess it.

A large body of empirical research has addressed the question of whether or not children can comprehend the purpose of television advertising. This issue

has been approached from several different theoretical stances, each stressing a different set of variables as being crucial in determining if children can understand the purpose of advertising. The social learning theory approach stresses personal experience with products, cumulative viewing and trial and error learning (Rossiter & Robertson, 1976). Attribution theory has also been applied to this problem with an emphasis on age, presence of older siblings, parents' educational level, and children's level of integration with their parents and peers (Robertson & Rossiter, 1974). The most frequently used theory, however, has been cognitive developmental theory, with an emphasis on children's need to attain specific Piagetian logical operations stages in order to comprehend the purpose of advertising (Blatt, Spencer & Ward, 1972; Ward & Wackman, 1973; Ward, Wackman & Wartella, 1977).

Unfortunately, all of these different theoretical positions are confounded by the use of age as a surrogate measure for the central theoretical variables. In social learning studies, age is assumed to represent both experience and cumulative viewing time, while in cognitive developmental studies, age is used to take the place of logical operations stage. In almost all cases age has been found to be significantly associated with children's ability to understand why advertising appears on television.

An additional problem with previous research from the cognitive developmental perspective is the choice of Piagetian logical operations as the underlying link in chidren's ability to comprehend the purpose of advertising. Logical operations are primarily concerned with children's comprehension of their physical world. The rationale for using logical operations stage as a predictor of children's understanding of television advertising's intent appears primarily based on two characteristics which help distinguish concrete operational from pre-operational thought. These characteristics are perceptual boundedness and centration (Ward & Wackman, 1973; Ward, Wackman & Wartella, 1977).

perceptual boundedness refers to the tendency to attend to, and respond primarily on the basis of the immediate perceptual aspects of one's environment rather than on relationships or changes from past or to future states. Centration is the tendency to focus on only a limited amount of the available information instead of using it all. The classic example comes from Piaget's conservation of liquids task. Here, children younger are quite likely to insist that a tall thick beaker can hold more water than a short wide one -- centering on one dimension. Furthermore, pouring water from one beaker into the other is perceived to change the amount of water, since the children are bound to what they can perceive immediately and cannot make proper use of the prior states or of the transformation between states.

Perceptual boundedness and centration may be important in understanding children's attention to, and recall of, advertising messages since attention and recall are results of processing specific physical stimuli. However, they seem to be much less appropriate for predicting children's understanding of the intention of advertising. Comprehension of the purpose of advertising requires ability in social cognition rather than physical cognition. Ward and Wackman appear to be aware of this when, after showing a relationship between logical operations stages and understanding the intent of advertising, they verbally explain this relationship on the basis of role taking ability (Ward & Wackman, 1973). Their use of logical operations rather than role taking may have been due to Piaget's claim that these two concepts are highly related since some components of logical operations, such as decentration, are necessary to understand social relations (Piaget, 1970). However, as Shantz concludes after an excellent review of this literature, "It is unlikely, on both theoretical and empirical grounds, that the role taking/conservation relationship is wholly or substantially due to decentration" (Shantz, 1975, p. 46).

Several researchers have empirically looked at the relationship between role taking and logical operations (Feffer & Gourevitch, 1960; Hollos & Cowan, 1973; Selman, 1975; Turnure, 1975). The results, so far, are inconclusive. Feffer and Gourevitch found significant relationships between 6 and 13 year old boys' abilities on Piagetian conservation and class inclusion tasks and their scores on a role taking task designed by Feffer. Hollos and Cowan, however, found very low correlations between these tasks in Norwegian children. Turnure found that there was a relationship between logical operations and role taking at some ages, but not at others. She found a correlation between these concepts among 7 year olds, but no relationship among 9 year olds. A small correlation was found between logical operations and role taking with 12 year olds.

Selman has claimed that role taking ability plays an important part in a large number of social behaviors and cognitions including: children's social problem solving abilities their communicative and persuasive abilities; their understanding of another's feelings, and their moral reasoning. To date, most of the empirical research has centered on the relationship between role taking and moral development. Selman (1971; 1972; 1976) using both his own and other role taking measures has found that equivalent stages of role taking are a necessary, but not sufficient condition for achieving parallel moral development stages.

Byrne (1973) investigated the interrelationships among logical operations, role taking and moral development. She found significant correlations between both logical operations and moral development, and role taking and moral development. However, using partial correlations, she found that role taking clearly had the more direct influence on moral development. Once role taking was partialled out, the relationship between logical operations and moral development disappeared.

Given the uncertain relationship between logical operations and role taking, and the possibility that role taking is more directly related to social cognitions and behaviors, it appears necessary to determine which developmental skill is more directly related to children's ability to comprehend the purpose of television advertising. This relationship is not just of theoretical interest, but may also have practical significance if, as some authors claim, children can move through developmental stages more rapidly with enriched environmnets (Pascual-Leone & Smith, 1969; Case, 1974), or with training (Chandler, 1973; Van Lieshout, et al 1973). The major purpose of this study is to help clarify which developmental concept is more directly related to children's comprehension of the purpose of advertising. In addition, several variables considered important in other theoretical approaches have been included to determine their relative contribution to predicting children's understanding of the intent of television advertising.

Method

Sixty-seven children (35 first graders and 32 third graders) from an elementary school in a suburb of Madison, Wisconsin were individually interviewed in April, 1977. They were asked several questions to assess their stage of logical operations, their role taking ability and their understanding of the purpose of television commercials. The order of presentation for each of these tasks was counter-balanced to avoid any possible effects of testing or reactivity. A review of the data indicated that the order of presentation had no effect on the results; consequently, all subjects were grouped together for the final analysis.

Both the measures and the coding scheme for the questions about the purpose of commercials and logical operations came directly from those used by Ward, Wackman & Wartella (1977). Three questions were asked to assess the child's

conception of the purpose of television advertisements. These questions were: "What is a television commercial?"' "Why are commercials shown on television?"; and "What do commercials try to do?" Responses to each question were coded into one of three categories: low awareness (no understanding of the true purpose of advertising); medium awareness (knowledge that the advertiser tries to inform people about products or is trying to sell things); and high awareness (recognition of the advertiser's attempt to motivate the audience to buy so they can make a profit, or understanding that advertising sponsors or helps support the television station). Where necessary, non-leading probes were used to help distinguish between the different levels of responses.

Two verbal questions used by Ward, Wackman & Wartella (1977) to distinguish between pre-operational and concrete operational children were included in this study. These two items asked children to distinguish between two pairs of items; a school and a house, and a car and a truck. Responses for each pair were classified into one of four categories: (1) lack of ability to differentiate the objects; (2) perceptual - mentions only perceptual or physical characteristics; (3) transitional - mentions some functional differences, but not the essential ones; and (4) conceptual - mentions major conceptual or functional differences. A third question employed by Ward, Wackman & Wartella, (distinguishing between a mother and a father) was dropped here because of a suspected sex-role stereotype bias in the coding scheme.

The measurement of children's role taking stage involved reading the children the following short story and using open-ended, in-depth questions to determine their ability to understand the constraints on each character (Selman & Byrne, 1972; 1974).

> "Holly is an eight year-old girl who likes to climb trees. She is the best tree climber in the neighborhood. One day while climbing down from a tall tree, she falls off the bottom branch but does not hurt herself. Her father sees her fall. He is upset and asks her to promise not to climb trees anymore. Holly promises.

"Later that day, Holly and her friends meet Shawn. Shawn's kitten is caught up in a tree and can't get down. Something has to be done right away, or the kitten will fall. Holly is the only one who climbs trees well enough to reach the kitten and get it down, but she remembers her promise to her father."

Children were asked what they thought Holly would do, if they think Holly knows how Shawn feels, and if Holly and Shawn both feel the same way; how Holly's father would feel if she climbed the tree, and what he would do; and how Holly would feel if she were punished for climbing the tree. Because the questions allow contrasts of the subject's perspective with a variety of character perspectives in the story, children's responses were coded in one of five ordered states (Selman & Byrne, 1972; 1974).

0A - The respondent fails to understand that other people have subjective constraints on their own actions. Statements about another person's perspective are based predominantly on observable acts.

0B - Respondent begins to see that others have subjective perspectives, but assumes all people will have views similar to the respondent's own views. When asked about another person's perspective, the respondent states what s/he would do in the other's situation.

1A - The respondent begins to recognize that other people's perspectives are based on their own reasoning and internal constraints which may or may not match the respondent's own perspective.

1B - The respondent is aware of the fact that other people are also capable of taking the role of another and capable of seeing different people's perspective. However, actions are generally not based on this awareness.

2 - Recognition that others can understand the respondent's own perspective and actions. The respondent's own perceptions are now based partly on this realization.

Information was also gathered for two additional variables, television exposure and number of older and younger siblings. It was believed that these variables could potentially affect children's understanding of the purpose of television commercials. The number of older and younger siblings was obtained from the school records for each child. An estimate of the amount of time children spent watching television was assessed by reading the children a list of all the television programs aired between 3 and 10 PM the previous day

and asking them to indicate which shows they watched and whether they had watched all or just part of the show. The length of the programs viewed was then added up to yield a measure of television exposure; it is one of the few methods which seems to yield reasonable results with children as young as five (Lyle, 1972).

Two coders independently coded all of the open-ended questions. Because of the difficult nature of coding role-taking stage, intercoder agreement was only 69%. For all of the other open-ended items, intercoder agreement was at least 93%. Where disagreements occurred, the coders discussed the responses and reached consensus on the assignment of the appropriate stage.

Cronbach's alpha was computed for each set of items comprising the logical operations and understanding the purpose of television advertising measures to determine if they could be summed into an index. The standardized item alpha coefficient for the two logical operations measures was .67; the understanding of the purpose of television advertising questions yielded a standardized item alpha of .71. Given that these indices were comprised of only two and three items respectively, these items were considered sufficiently reliable to justify the formation of the indices.

Results

To determine the relationship of children's stages of logical operations and role taking with their ability to understand the purpose of advertising, zero-order correlations were computed (see Table 1). The correlation between role taking and comprehending advertising's intent was .38 ($p < .001$). Thus, children who have little understanding of another person's perspective also have low comprehension of the money making purposes of advertising. The zero-order correlation between logical operations and understanding the purpose of advertising was smaller, but still significant ($r = .21$, $p < .05$).

To more directly compare the relative importance of logical operations and role taking on children's understanding of television advertising partial corre-

lation coefficients were computed. The partial correlation of role taking and comprehending the purpose of advertising with logical operatons partialed out did not differ greatly from the zero-order correlation ($r=.36$; $p<.001$). However, the correlation between logical operations and understanding the purpose of advertising with role taking controlled was also not greatly affected, although the correlation of .18 was not significant. In both cases, partialling on the other correlation made little difference in relationships with comprehending the purpose of advertising ($r=.38$ for role taking was reduced to $r=.36$ and $r=.20$ for logical operations was decreased to $r=.18$, although the latter was not significant).

Further analyses were conducted to determine the effect of grade, sex, television exposure and the presence of younger and older siblings on children's knowledge of the purpose of advertising. Among these variables, only grade was significantly related to understanding the purpose of advertising ($r=.25$; $p<.05$).

As a final test of the importance of the developmental variables, a hierarchical regression analysis was conducted. (See Table 2). This allows for a conservative test of the contribution role taking ability plays in children's understanding of the purpose of television advertising. Other independent variables were entered into the equation prior to the inclusion of role taking. Therefore, any common variance is assigned to the other variables and role taking is just credited with the amount of variance it alone can account for in children's comprehension of the purpose of television commercials. Grade, sex, television exposure and the number of older and younger siblings were entered into the equation first in one block. This block of variables was significant ($F=2.49$; $df=5.60$; $p<.05$); accounting for 17% of the variance in understanding the purpose of advertising.

Logical operations was then entered into the analysis. After controlling for the first set of variables, logical operations did not significantly increase the

amount of variance accounted for in understanding the purpose of advertising ($F=2.43$; $df=1.58$). Finally, role taking stage was entered to determine the amount of variance it accounted for after controlling for grade, sex, television exposure, number of older and younger siblings and logical operations stage. Role taking accounted for an additional 7.5% of the variance ($F=5.96$; $df=1.58$; $p<.05$). Together, all seven variables accounted for 28% of the variance in children's understanding of the purpose of television advertising.

Discussion

The results provide support for the hypothesized relationship between role taking stage and understanding the purpose of commercials. Role taking was significantly correlated with understanding the purpose of advertising ($r=.38$; $p<.001$), and this correlation was higher than the correlation between logical operations and understanding of commercials ($r=.21$ $p<.05$). More importantly, a regression analysis indicated that role taking accounted for additional 7.5% of the variance ($F=5.96$; $p<.05$), when all other variables (including logical operations) were included in our model. Furthermore, even when logical operations was entered in before role-taking, it did not add significantly to the variance in understanding the purpose of advertising -- provided that several context variables were entered first.

Taken together, these results support Selman's (1976) theory that the social skill of role taking is more basic to children's comprehension of other social stimuli such as advertising than the physical skill of logical operations. It appears that children need to have developed some rudimentary ability in understanding others' point of view and stepping outside their own perspective, before they can comprehend the more abstract perspective of the advertiser.

The present data were consistent with previous research in that they revealed a small nonsignificant correlation between role taking and logical operations (e.g., Turnure, 1975). Apparently these skills do tap different

dimensions of children's developing cognitive capacities as Shantz (1975) seems to suggest. Both role taking and logical operations were more closely associated with understanding commercials than was grade or presence of younger or older siblings, suggesting that cognitive developmental level may be more important than social experience in perspective taking. Clearly, however, more refined and adequate measures of social experience need to be employed before such a conclusion can be reached with confidence.

One might argue that the relationship between role taking and understanding of commercials is due to the presence of a third variable -- such as intelligence or mental age. However, this is unlikely, given the evidence (Selman, 1976) that relationships between role taking and other social cognitions do not drop to non-significant levels when mental age is partialled out. Additionally, Byrne (1973) reported no significant relationship between Selman's role taking measure and I.Q.

It is also unlikely that this relationship is due solely to changes in children's verbal abilities, since there is some evidence that both role taking and understanding the purpose of commercials are unaffected by verbal ability. Feffer and Gourevitch (1960) found that role taking was unrelated to amount of verbal productivity. While role taking was correlated with the WISC vocabulary test, initial correlations between role taking and Piagetian tasks were still positively associated after controlling for the WISC vocabulary test.

Gianinno and Zuckerman (1977) explored the possibility that children's comprehension of the purpose of commercials was artificially affect by their verbal ability. They showed pictures of TV program and commercial characters to 4, 7, and 10 year old children. Even the youngest children were able to distinguish program from commercial characters. However, when the pictures were reshuffled and children were asked to identify which characters "try to make you buy something," only the 10 year olds were able to successfully accomplish

this task. The 4 and 7 year olds performed at or below chance level.

However, while there was support for the hypothesized relationship between role taking and understanding commercials, it should be noted that the measure of logical operations did not conform strictly to those used by Selman (1976) and by other Piagetian researchers. Further research will need to be conducted with more refined and appropriate measures of logical operations before we can say with assurance that role taking stage rather than logical operations is the prequisite for children's comprehension of television advertising.

Nevertheless, the present results provide some ground for optimism regarding the heuristic value of studies of role taking and children's developing understanding of social stimuli. A body of research has accumulated that shows that role taking is related to a wide variety of social skills, such as moral development (see Selman, 1976). The present findings suggest that role taking is empirically distinct from its cognitive counterpart in the physical domain, and that it is a better predictor of TV understanding.

Our results indicated that there was a significant correlation between understanding of commercials and role taking ability. Thus, children who are less mature in social cognitive abilities have less understanding of the profit-making purposes of TV advertisements. These children are less able to disregard or "toss off" advertisers' attempts to influence their buying behavior. Contemorary research on cognitive developmental processes indicate that it is difficult to teach children more cognitively-mature skills until they have reached the appropriate cognitive developmental stage. Children are not likely to learn higher-level responses until they are "cognitively ready." Thus, it may be difficult for schools and parents to teach younger children to be skeptical of television advertisements until they have reached the cognitive stage where they can understand the advertisers' perspective. However, role taking training may be of value in advancing children who should be "cognitively ready" but have not advanced as

quickly as their peers, due to their environment or other factors.

Table 1

Intercorrelation Matrix

	Grade	TV Exposure	Logical Operations	Role-Taking	Understanding Advertisements	Younger Siblings	Older Siblings
Grade	----						
TV Exposure	-.042	----					
Logical Operations	.128	-.086	----				
Role-Taking	.187	-.076	.116	----			
Understanding Advertising	.248*	-.141	.207*	.375***	----		
Younger Siblings	.143	.023	.081	-.014	-.197	----	
Older Siblings	-.023	-.257*	-.017	-.084	-.023	-.311**	----

* $p < .05$
** $p < .01$
*** $p < .001$

Table 2

Heirarchical Decomposition of the Independent Contributions of Logical Operations and Role Taking to Understanding the Purpose of Television Advertising Controlling for Grade, Sex, Television Exposure and Number of Older and Younger Siblings.

Independent Variables	Cumulative R^2	Incremental R^2	F	df	p
Grade Sex TV Exposure Younger Siblings Older Siblings					
Total Block	.172	.172	2.49	5,58	.05
Logical Operations	.204	.033	2.43	1,58	n.s.
Role Taking	.279	.075	5.96	1,58	.05

REFERENCES

Action for Children's Television. Testimony before the Federal Trade Commission: General comments on television advertising to children. November 10, 1971.

Adler, R.P., Lesser, G.S., Meringoff, L.K., Robertson, T.S., Rossiter, J.R., & Ward, L.S. The Effects of Television Advertising on Children: Review and Recommendations. Lexington, Mass., Lexington Books, 1980.

Atkin, C.K. Observations of parent-child interactin in supermarket decision-making. Journal of Marketing, 1978, 71-79.

Atkin, C.K. Social reality and socialization: Consumer roles. In Television and Behavior: Ten Years of Scientific Progress and Implications for the Eighties. National Institute of Mental Health, in press. Washington.

Bever, T.G., Smith, J.L., Bengen, B., & Johnson, T.C. Young viewers troubling response to TV ads. Harvard Business Review, 1975, 53, 109-120.

Blatt, J., Spencer, L., & Ward, S. A cognitive developmental study of children's reactions to television advertising. In E.A. Rubinstein, G.A. Comstock, & J.P. Murray (Eds.) Television and Social Behavior. Volume 4, U.S. Government Printing Office, 1972, 452-467.

Byrne, D. The development of role-taking in adolesence. Unpublished doctorial dissertation, Harvard University, 1973.

Case, R. Structure and stricture: Some functional limitations on the course of cognitive growth. Cognitive Psychology, 1974, 6, 544-574.

Center for Public Representation. Testimony before the Federal Trade Commission: An investigation of questions the FTC has raised regarding proposed rules concerning television advertising to children. January 1979.

Chandler, M.J. Egocentrism and antisocial behavior: The assessment of training of social perspective-taking skills. Developmental Psychology, 1973, 9, 326-332.

Charren, P. Should advertising be banned from children's television? - Yes. Instructor, 1979, 89, 34.

Choate, R.B. The sugar-coated children's hour. The Nation, January 31, 1972.

Federal Commmunications Commission. Children's television programs - Report and Policy statement. Federal Register, 1974, 39, 215.

Feffer, M. & Gourevitch V. Cognitive aspects of role taking in children. Journal of Personality, 1960, 28, 383-396.

Gianinno, L.J., & Zuckerman, P.A. Measuring children's responses to television advertising. Unpublished paper. Summary version in C. Leavitt (Ed.) Proceedings: American Psychological Association Division 23, 85th Annual Convention, San Francisco, 1977.

Goldberg, M.E., & Gorn, G.J. Some unintended consequences of TV advertising to children. Journal of Consumer Research, 1978, 5, 22-30.

Gussow, J. Counternutritional messages of TV ads aimed at children. Journal of Nutritional Education, 1972, 4, 48-52.

Hollos, M. & Cowan, P.A. Social isolation and cognitive development: logical operations and role taking abilities in three Norwegian social settings. Child Development, 1973, 44, 630-641.

Lyle, J. Television in daily life: Paterns of use overview. In E.A. Rubinstein, G.A. Comstock, & J.P. Murray (Eds.) Television and Social Behavior. Volume 4, Television in Day to Day Life: Paterns of Use. Washington, D.C.: Government Printing Office, 1972, 1-32.

National Association of Broadcasters. Children's Television Advertising Guidelines. Second Edition, 1977.

Pascual-Leone, J. & Smith, J. The encoding and decoding of symbols by children: A new experimental paradigm and a neo-Piagetian model. Journal of Experimental Child Psychology, 1969, 8, 328-355.

Piaget, J. Piaget's Theory. In P. Mussen (Ed.) Carmichael's Manual of Child Psychology, Volume 1, 1970, New York: Wiley.

Reeves, B. & Atkin, C.K. The effects of televised advertising on mother-child interactions at the grocery store. Paper presented at the annual convention of the Association for Education in Journalism, Houston, Texas, August, 1980.

Robertson, T.S. & Rossiter, J.R. Children and commercial persuasion: An attribution theory analysis. Journal of Consumer Research, 1974, 1, 13-20.

Rossiter, J.R. & Robertson, T.S. Cononical analysis of developmental, social, and experimental factors in children's comprehension of television advertising. Journal of Genetic Psychology, 1976, 129, 317-328.

Schramm, W., Lyle, J. & Parker, E.B. Television in the Lives of Our Children, Stanford, California: Stanford University Press, 1961.

Selman, R. The relation of role-taking to development of moral judgement in children. Child Development, 42, 1971, 79-91.

Sleman, R. The relation of role-taking and moral judgement stages: A theoretical and empirical analysis. Unpublished manuscript. Harvard University, Cambridge, Massachusetts, 1972.

Selman, R. Level of social perspective taking and the development of empathy in children: Speculations from a social-cognitive viewpoint. Journal of Moral Education, 1975, 5, 35-43.

Selman, R. Social-cognitive understanding: A guide to educational and clinical practice. In T. Lickona (Ed.) Moral Development and Behavior: Theory, Research and Social Issues. New York: Holt, Rinehart & Winston, 1976, 299-316.

Selman, R. & Byrne, D. Manual for scoring social role taking stages in moral and social dilemmas. Draft No. 2, Harvard University, Cambridge, Massachusetts, 1972.

Selman, R. & Byrne, D. A structural analysis of levels of role taking in middle childhood, Child Development, 1974, 45, 803-807.

Selman, R. Toward a structured analysis of developing interpersonal relations concepts: Research with normal and disturbed pre-adolescent boys. In A.D. Pick (Ed.) Minnesota Symposium on Child Psychology, 10, Minneapolis: University of Minnesota Press, 1976, 156-200.

Shaak, B., Annes, L. & Rossiter, J.R. Effects of the social success theme on children's product preference. Paper presented at the 1975 Conference on Culture and Communications, Philadelphia: Temple University, 1975.

Shantz, C.U. The Development of social cognitions. University of Chicago Press. Chicago, Illinois, 1975.

Turnure, C. Cognitive development and role-taking ability in boys and girls from 7 to 12. Developmental Psychology, 1975, 11:2 202-209.

Van Lieshout, C.F., Leckie, G. & Smits-Van Sonsbeek, B. The effect of a social perspective-taking training on empathy and role-taking ability of pre-school children. Paper presented at the meeting of the International Society for the Study of Behavioral Development, Ann Arbor, Michigan, 1973.

Ward, S. & Wackman, D. Children's information processing of television advertising. In P. Clarke (Ed.) New Models for Mass Communication Research. Beverly Hills: Sage Publications, 1973, 119-146.

Ward, S., Wackman, D. & Wartella, E. How Children Learn to Buy. Beverly Hills: Sage Publications, 1977.